DOCUMENT RESUME

ED 363 846 CG 026 029

AUTHOR Splete, Howard; And Others
TITLE Adult Career Counseling Center. Tenth Annual Report, September 1992-June 1993. Computer Assisted Career Guidance Systems and Career Counseling Services.
INSTITUTION Oakland Univ., Rochester, MI. Adult Career Counseling Center.
PUB DATE Jun 93
NOTE 56p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Adult Counseling; *Adult Students; *Career Counseling; College Students; *Counseling Services; Higher Education
IDENTIFIERS *Computer Assisted Career Guidance

ABSTRACT

This report provides an overview of the continuing development and use of the computer-assisted career guidance systems at the Adult Career Counseling Center of Oakland University in Rochester, Michigan during its 10th year of operation (September 1992-June 1993). The report includes a brief history of the development of the center and of computer-assisted guidance programs at the university, followed by the mission statement of the Adult Career Counseling Center. A description of the Adult Career Counseling Center is followed by descriptions of several computer-assisted career guidance systems, including DISCOVER for Colleges and Adults, System of Interactive Guidance and Information Plus (SIGI PLUS), and the Michigan Occupational Information System. The next sections focus on client demographic information, in-service training, public relations, and an analysis of client responses to the Adult Career Counseling Center exit form. Coordination with the Practicum Counseling Center also is discussed. A section on research describes past research supported by the center; current research being conducted at the center, including studies of factors affecting a woman's career decision making; and on-going research, including studies on the sex-role orientation and occupational self-efficacy of adult women, the applicability of action research to the counseling profession, and a survey of university-supported community career counseling programs. The report concludes with a section on plans for improving services at the center. Relevant materials are appended. (NB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 363 846

ADULT CAREER COUNSELING CENTER

TENTH ANNUAL REPORT

SEPTEMBER 1992 - JUNE 1993

Computer Assisted Career Guidance Systems and Career Counseling Services

Adult Career Counseling Center
Dr. Howard Splete, *Director*

Coordinators:

Jeff Davis
Kate Johnson
Christine Walsh
Amy Waldron

Oakland UNIVERSITY

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

H. Splete

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CG026029

BEST COPY AVAILABLE

ADULT CAREER COUNSELING CENTER

TENTH ANNUAL REPORT

September 1992 - June 1993

Computer-Assisted Career Guidance Systems
and
Career Counseling Services

Oakland University
Rochester, Michigan

Dr. Howard Splete
Director, Adult Career Counseling Center

Edited by:
Jeff Davis
Graduate Assistant, Adult Career Counseling Center

ACKNOWLEDGEMENTS

Administrators at Oakland University have been very supportive during the inception, development and continuing implementation of the computer-assisted career guidance services provided at the Adult Career Counseling Center. Special recognition is given to President Sandra Packard and Dean Gerald Pine for their encouragement and support.

The Oakland University Adult Career Counseling Committee has been highly supportive in the development of the ACCC and its programs. Members of this committee during the past year were Roxanne Allen, Virginia Allen, Patrick Bennett, Elyce Cron, Judy Hoppin, Pamela Marin, Robert Payne, Karen Pagenette, and Robert Thomas. The committee's involvement and suggestions have been and continue to be most helpful.

The supportive efforts of the Counseling Department faculty and staff have greatly aided the ACCC program. We acknowledge the support of Dr. Robert Brown, Counseling Department Chair, and Elyce Cron, Practicum Counseling Center Coordinator.

Excellent work was done by the ACCC counselors, Jeff Davis, Kate Johnson, Amy Waldron and Chris Walsh.

Additionally, Ken Gould of the Oakland University Computer Center provided continued support and technical assistance.

CONTENTS

This report provides an overview of the continuing development and use of the computer-assisted career guidance systems at the Adult Career Counseling Center of Oakland University during its tenthth year of operation (September 1992 - June 1993).

This report includes the following:

I. History of the development of the Adult Career Counseling Center and computer-assisted career guidance programs at Oakland University. Pg. 1

II. Mission of the Adult Career Counseling Center. Pg. 3

III. Description of the Adult Career Counseling Center. Pg. 5

IV. Description of the computer-assisted career guidance systems. Pg. 6

A. DISCOVER for Colleges and Adults Pg. 6
B. System of Interactive Guidance and Information Plus (SIGI PLUS). Pg. 8
C. Michigan Occupational Information System (MOIS). Pg. 9

V. Client demographic information. Pg. 11

VI. In-service training. Pg. 24

VII. Public Relations. Pg. 25

VIII. Analysis of client responses to ACCC exit form. Pg. 27

IX. Coordination with Practicum Counseling Center Pg. 28

X. Research

A. Past research supported by ACCC Pg. 29
B. Current research at ACCC
1. Factors Affecting a Woman's Career Decision Making Pg. 33

Contents cont..

C. Ongoing research
1. Sex-Role Orientation and Occupational Self-Efficacy in Adult Women Pg. 35
2. The Applicability of Action Research to the Counseling Profession
3. A Survey of University-Supported, Community Career Counseling Programs Pg. 36

X. Plans for improving services of the ACCC Pg. 37

Appendix A: Report on Pontiac Adult Career Counseling Center Pg. 38

Appendix B: Auxiliary grant - supported services

A. Academic Services and General Studies Pg. 43
B. Continuum Center Pg. 45

Appendix C: Career counseling and information resources at Oakland University Pg. 46

I. HISTORY OF THE DEVELOPMENT OF THE ADULT CAREER COUNSELING CENTER & COMPUTER-ASSISTED CAREER GUIDANCE PROGRAMS AT OAKLAND UNIVERSITY

1992-1993 marked the tenth year of service by the Adult Career Counseling Center. Over these ten years, we have served more than 8,000 adults. The center has benefited greatly from the suggestions and support of Gerald Pine, Dean of the School of Education and Human Services at Oakland University. His concept of the center as being a place for service, training, and research has stimulated the productive efforts of the center.

The impetus for these programs of public service came from Oakland University's President, Joseph Champagne, in the spring of 1982. Financial support was provided by a portion of a state line item allocation for the broad purpose of promoting economic development and re-training unemployed workers in this geographic area.

Under the direction of Provost Keith Kleckner, a university-wide committee was established to review possible computer-assisted career guidance systems and related counseling programs that could be used to aid adults in this area. Upon recommendation of this committee, the university purchased five Discover II computer-assisted guidance systems and one SIGI (System of Interactive Guidance and Information) computer-assisted guidance system in the summer of 1982.

Two systems (one Discover II and the SIGI) were assigned to the Office of Academic Advising and General Studies to aid adults of this geographic area who were looking for assistance in reviewing educational and training possibilities. Four Discover II systems were allocated to the School of Education and Human Services to be utilized by the Counseling Area and the Continuum Center in providing services to the adult population in this area.

During the fall of 1982, the committee members -- Tom Atkinson (Provost's Office), Elaine Chapman-Moore (Student Services), Robert Fink (Psychology Clinic), Jane Goodman (Continuum Center), Ronald Kevern (Placement Office), Pamela Marin (Office of the President), David Meyer (Human Resources and Development Area) and Howard Splete (Counseling Department, and Committee Chair) planned for the implementation of these programs and the coordination of career counseling and information services across the campus.

With the support of Gerald Pine, Dean of the School of Education and Human Services, the Adult Career Counseling Center (ACCC) was established

and located in room 147 of O'Dowd Hall. After the first computers were programmed, in-service training was provided for 135 persons, including interested faculty, staff and student assistants.

In 1985, a new computer-assisted guidance system, DISCOVER for Adult Learners, was added to meet the particular needs of adults in transition. In 1986, a second DISCOVER for Adult Learners replaced a DISCOVER II system, as its use was more appropriate for ACCC clients.

In 1987, a new software program, SIGI PLUS, was added to provide another approach to career exploration for ACCC clients. The SIGI program used at the Office of Academic Advising and General Studies was upgraded to the newer SIGI PLUS version. Also, a computer-assisted version of the Michigan Occupational Information System (MOIS) was obtained as an additional resource for ACCC clients.

In 1989, we added two new software resources - OPTIM (Occupational Projections and Training Information for Michigan) and the Resume Kit.

After a year of planning, in 1990, we expanded our services to the Pontiac community through the establishment of the Pontiac Adult Career Counseling Center (PACCC). This center was developed in collaboration with Oakland Community College and is staffed by Oakland University and Oakland Community College counselors. The center opened on February 25, 1991 and by June 14th, 92 clients had received 256 hours of career counseling services. During the second year of operation, 1991-92, the PACCC provided services to 130 more persons. A summary report of current activities of the Pontiac Adult Career Counseling Center is in Appendix A.

The Adult Career Counseling Center has provided service to over 8,000 community adults since its beginning in 1982. As indicated in our future plans (page 37), we are constantly trying to improve our efforts in aiding the career development of our clients.

II. MISSION OF THE ADULT CAREER COUNSELING CENTER

Goals of the ACCC are to:

1. Provide career exploration and planning opportunities to community adults at no charge.

2. Train faculty, staff, and students in the use of career guidance practices for adults.

3. Support research efforts in promoting effective career guidance practices for adults.

Objectives and Activities to Carry Out These Goals:

Goal 1 To provide career exploration and planning opportunities to community adults at no charge.

Objectives	Activities
A. To aid clients in self analysis relating to their interests, values, abilities and experiences.	Use of DISCOVER and SIGI PLUS
B. To provide job descriptions pertaining to careers of interest, such as salary ranges, job growth, and work settings.	Use of DISCOVER, SIGI PLUS, MOIS, and OOH.
C. To aid clients in the process of taking the next step -- including school or training program selection, resume preparation, and interview skills review.	Provision of individual counseling sessions.

Goal 2: To train faculty, staff, and students in the use of career guidance practices for adults.

Objectives	Activities
A. To train faculty and staff	Conduct periodic in-service sessions.
B. To train students	Through experiential assignments in CNS 640 & 664.
C. To train area counselors	Through in-service sessions.

Goal 3: To support research efforts in promoting effective career guidance practices for adults.

Objectives	Activities
A. To support Masters level research activities.	ACCC counselors conduct research. CNS 560 and 660 projects supported.
B. To support Doctoral research activities	Provide facilities and support to research.

III. DESCRIPTION OF THE ADULT CAREER COUNSELING CENTER

A. Services Provided

The Adult Career Counseling Center (ACCC) provides services for adults who are seeking guidance in reviewing their career possibilities. The ACCC provides career information, counseling, advice in resume preparation and interviewing skills, and referral information at no charge. Four graduate assistants, students in the Oakland University Master of Arts in Counseling Program, facilitate the ACCC services.

Two career guidance programs -- DISCOVER for Colleges and Adults and SIGI PLUS -- are available on micro-computers at the ACCC. These systems aid adults in learning how their interests, abilities, life experiences and work-related values are related to possible occupations and/or educational and training opportunities. The Michigan Occupational Information System (MOIS) is also available on micro-computer for clients seeking specific Michigan career information.

Additional appointments can be made with counselors through the Practicum Counseling Center for clients desiring more in-depth career or personal counseling. Referral information about other career counseling and training programs is also available.

Clients have access to printed resources in the ACCC, including: course catalogs from educational institutions in Michigan, career information books (i.e., Dictionary of Occupational Titles) and practical books concerning the process involved in the career search, such as What Color is Your Parachute? (A complete list of ACCC resources is available in the Center.)

B. Counseling Process

The process used at the ACCC is as follows:

1. ACCC clients schedule two, two-hour appointments.
2. First the counselor gathers background data and conducts a short intake interview to establish the client's purpose for using the system.
3. After providing an overview of the computer programs, the client uses DISCOVER for Colleges and Adults, SIGI PLUS and/or MOIS.
4. Assistance to the client is provided when necessary.
5. At the completion of the client's second visit,, the counselor conducts a short exit interview to help clients formulate their next step. Additional appointments may be scheduled for computer use, job skills training or resume preparation as appropriate. Referral may be made to the Practicum Counseling Center or other university and community resources.

IV. DESCRIPTION OF THE COMPUTER-ASSISTED CAREER GUIDANCE SYSTEMS

A. DISCOVER for Colleges and Adults

The Adult Career Counseling Center offered the 1992 version of DISCOVER for Colleges and Adults, a computer-based career planning and information system. This system is a carefully designed career planning program that provides clients with information about themselves, occupations, schools and programs of study to aid in mature decision-making. Clients benefit most when using DISCOVER for Colleges and Adults in conjunction with counselor assistance.

There are two ways to use DISCOVER for Colleges and Adults: the "information only" approach or the "guidance plus information" approach. The "guidance plus information" approach is a comprehensive, integrated career planning process that can be learned and used many times in one's lifetime, while the "information only" approach allows the client to bypass the guidance features of the program and quickly obtain specific information about occupations or educational programs. With the "guidance plus" approach, a "user record" is created as the client progresses through the nine modules. A paper copy of the text on the computer screen can be printed at any time. The nine "guidance plus" modules are described below:

Module 1: BEGINNING THE CAREER JOURNEY

- Begin exploration
- Determine knowledge of career planning process
- Receive suggestions on which modules to use

Module 2: LEARNING ABOUT THE WORLD OF WORK

- Explore the World-of-work map featuring 13,000 occupations
- Browse programs of study and occupations by categories

Module 3: LEARNING ABOUT YOURSELF

- Increase self-understanding by completing inventories of interests, abilities, experiences and values

Module 4: FINDING OCCUPATIONS

- Choose a realistic educational level
- Get a list of occupations by completing inventory (s)
- Get a list by choosing from eight job characteristics
- Ask about specific occupations not listed on prior lists

Module 5: LEARNING ABOUT OCCUPATIONS

- Choose occupations to review
- Have computer shorten occupational list
- Get detailed information on 10-15 topics concerning each occupation

Module 6: MAKING EDUCATIONAL CHOICES

- Identify paths of training
- Identify programs of study

Module 7: PLANNING NEXT STEPS

- Find detailed information about vocational schools, two and four year colleges, graduate schools and military programs.
- Identify sources of financial aid
- Learn job seeking skills: create a resume, cover letter and job application.

Module 8: PLANNING YOUR CAREER

- Look at present life roles
- Decide how these life roles may change in the future
- Plan action steps toward your future career

Module 9: MAKING TRANSITIONS

- Understand the nature and impact of transitions
- Learn to weather a transition with minimal stress

B. SYSTEM OF INTERACTIVE GUIDANCE AND INFORMATION PLUS (SIGI PLUS)

SIGI PLUS is an advanced career guidance system which covers major aspects of career decision-making and planning. It is a system composed of eight separate but interrelated sections. In the 1992 version, a "user record" is created and job outlook information has been updated for all occupations. The program contains the following sections:

1. SELF-ASSESSMENT: FIND OUT MORE ABOUT YOURSELF

   - Look at work-related VALUES and decide what is most important for you
   - Choose the main INTEREST field you want to use at work
   - Look at various ACTIVITIES and decide which ones you like and can do well

2. SEARCH: MAKE A LIST OF OCCUPATIONS TO EXPLORE

   - Choose features you want in your work
   - Choose features you want to avoid in your work
   - Assemble a list of occupations

3. INFORMATION: GET FACTS ON OCCUPATIONS

   - Ask specific questions about occupations, including:
     - What skills each occupation requires
     - Possibilities for advancement in the field
     - The income potential
     - The national employment outlook in the field
     - Education requirements

4. SKILLS: SEE WHAT SKILLS EACH OCCUPATION DEMANDS

   - See specific and managerial skills required
   - Rate yourself on these skills
   - See how job skills are applied in chosen fields

5. PREPARING: SEE HOW TO PREPARE FOR EACH OCCUPATION
   - See typical paths to any occupation
   - See typical training or education needed
   - Consider four important factors related to preparing
   - Estimate your likelihood of completing preparation

6. COPING: GET HELP WITH PRACTICAL PROBLEMS

- Explore if you can do what is required
- Get suggestions about how to handle worries common to adults

7. DECIDING: DECIDE WHICH OCCUPATION IS YOUR BEST CHOICE

- Ask questions about three occupations at a time.
  - What are the rewards?
  - What are my chances?

8. NEXT STEPS: MAKE PLANS TO GET YOURSELF STARTED

- Start moving toward your career goals by planning short term strategies such as:
  - Getting more education or training
  - Developing new skills
  - Overcoming obstacles

C. <u>MICHIGAN OCCUPATIONAL INFORMATION SYSTEM (MOIS)</u>

MOIS is an up-to-date and easy to use system of occupational and educational information specifically for the state of Michigan.

<u>Specific individuals who may benefit from MOIS include:</u>

- Those wanting detailed information on occupations and training in Michigan.
- Persons undecided about their future.
- Homemakers re-entering the work force.

<u>Using MOIS</u>:

1. Clients with a specific occupation in mind are directed to the individual "MOISCRIPTS" or job descriptions. MOISCRIPTS are specific for the state of Michigan and cover the following:
   - Job duties
   - Working conditions
   - Methods of occupational entry
   - Salaries and wages
   - Employment outlook by geographical region
   - Educational requirements
   - Tips for finding more information

Information is also provided on EDUCATION and TRAINING that may be needed for the occupations selected.

2. A MOIS STRUCTURED SEARCH is also available. The search option will suggest occupations to undecided clients based on seven search areas.

   - Interests
   - Areas of work
   - Physical strengths
   - Physical capabilities
   - Working conditions
   - Education
   - Temperament

   The system evaluates client input and provides a list of job titles. Clients may explore the MOISCRIPTS for the occupations in which they are most interested.

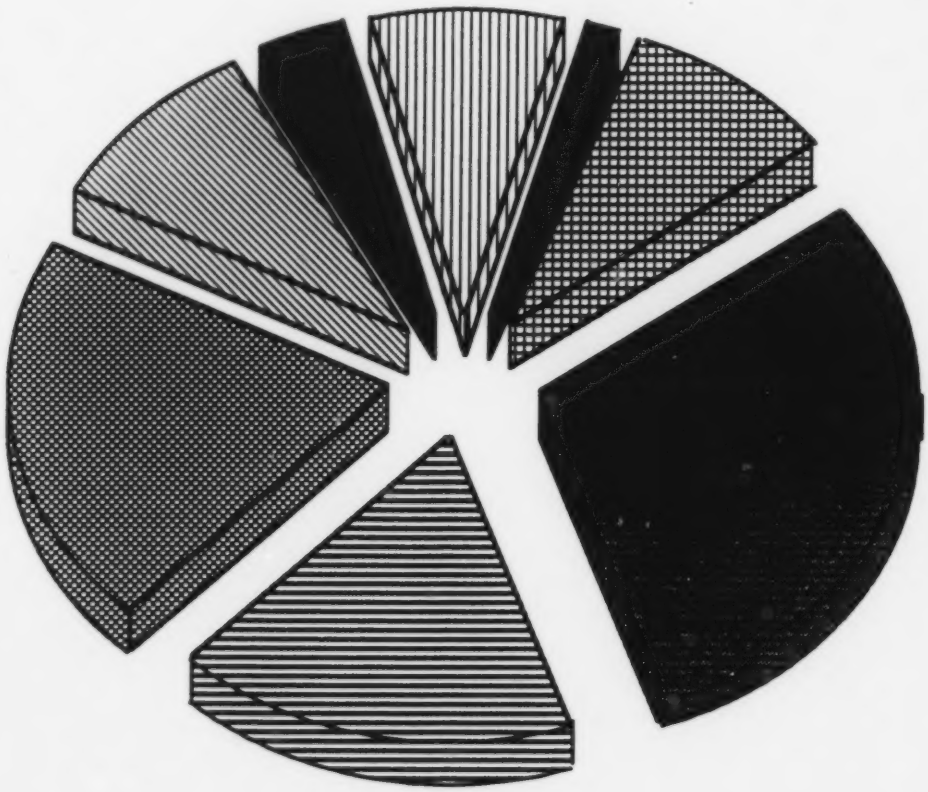
V. CLIENT DEMOGRAPHICS

All new clients at the ACCC are asked to fill out a user questionnaire at the beginning of their first appointment. This questionnaire provides the counselor with a base from which to begin an intake interview as well as gives the Center demographic information about the client population. This demographic information is summarized and updated on a monthly basis between September and June.

Demographic information is tracked and calculated separately for males and females. However, for the purposes of this report, only the total figures will be provided on the following graphs. Separate information for both genders is available in the Center. The following graphs provide a percentage breakdown of the client population by: purpose for using the system, number of visits, referral source, gender, age, ethnic background, geographic distribution, education level, employment status, marital status, and personal and household annual income. When the percentages total above 100%, clients gave more than one response to that item.

PURPOSE FOR USING THIS SYSTEM

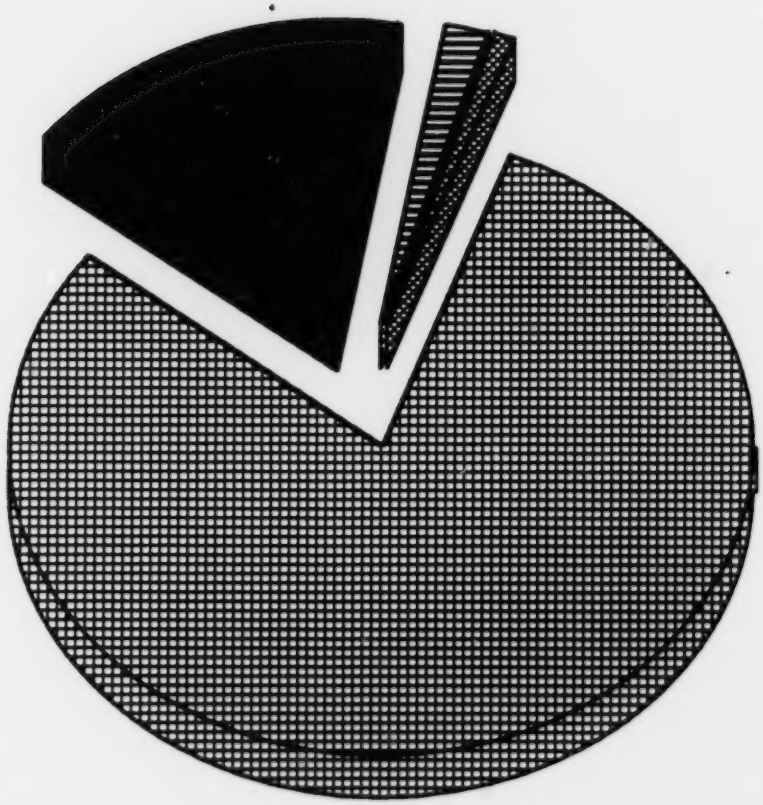
by percentage



	9.2%	Values Clarification
	30.2%	Career Search
	17%	Decision Making
	21%	Job Information
	9.5%	Academic Information
	3.5%	Other
	8.3%	Inservice
	1.5%	No Answer

NUMBER OF VISITS

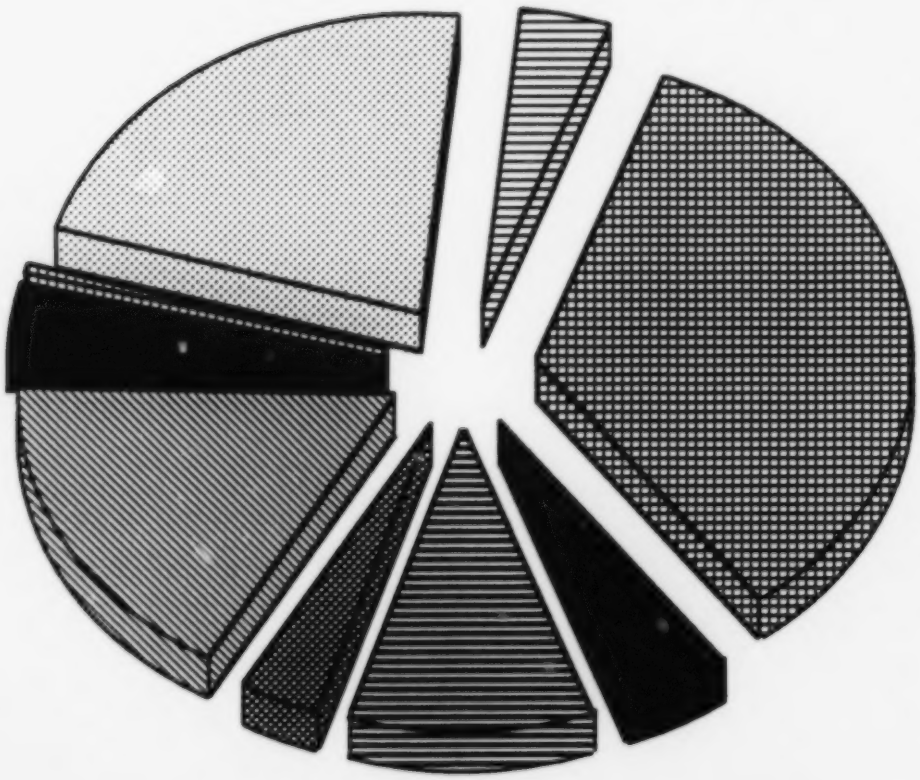
by percentage



▦	80%	One Visit
■	17.4%	Two Visits
▤	1.9%	Three Visits
▩	.7%	Four or More Visits

REFERRAL SOURCE

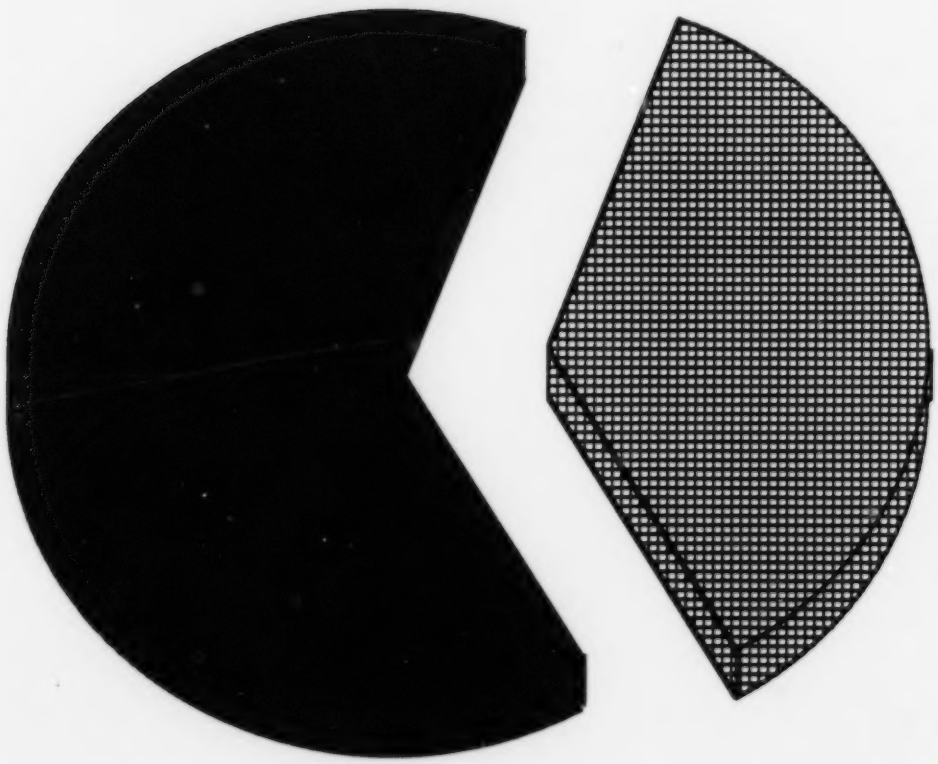
by percentage



34.2%	Friend/Relative
4.7%	Academic Advising
10.6%	Advertisement
3.5%	Continuum Center
17%	Practicum
3.8%	Admissions Office
.4%	Placement Office
22%	Other
3.8%	No Answer

GENDER OF CLIENTS

by percentage

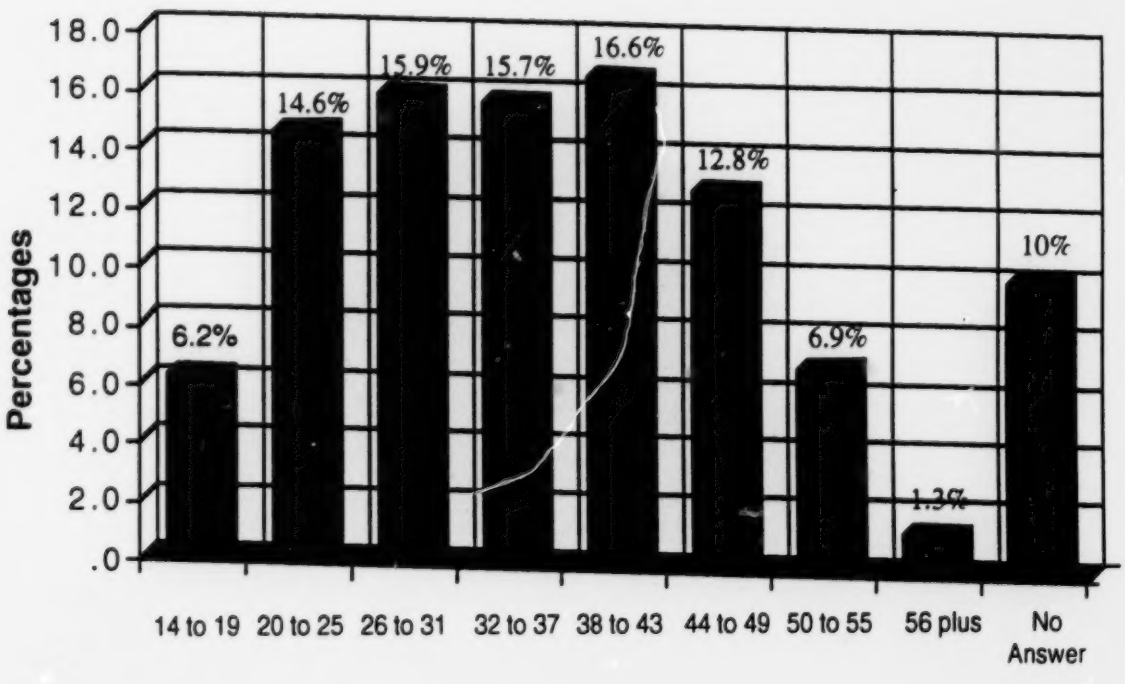


Males (245 total)
36.2%

Females (435 total)
63.8%

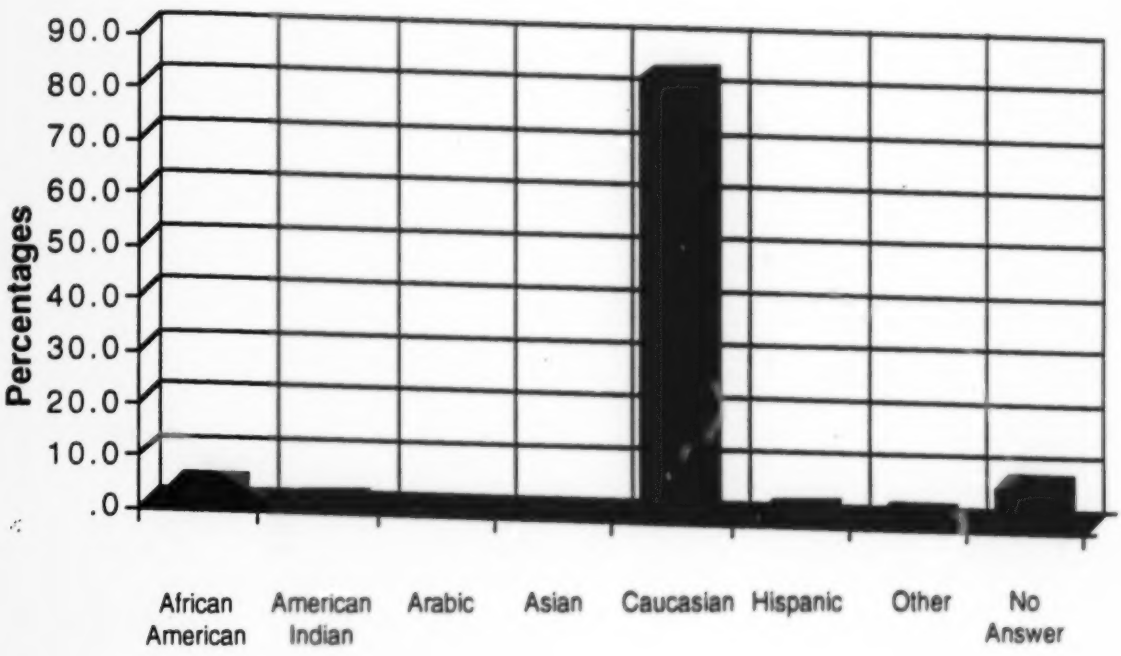
CLIENT AGE

by percentage



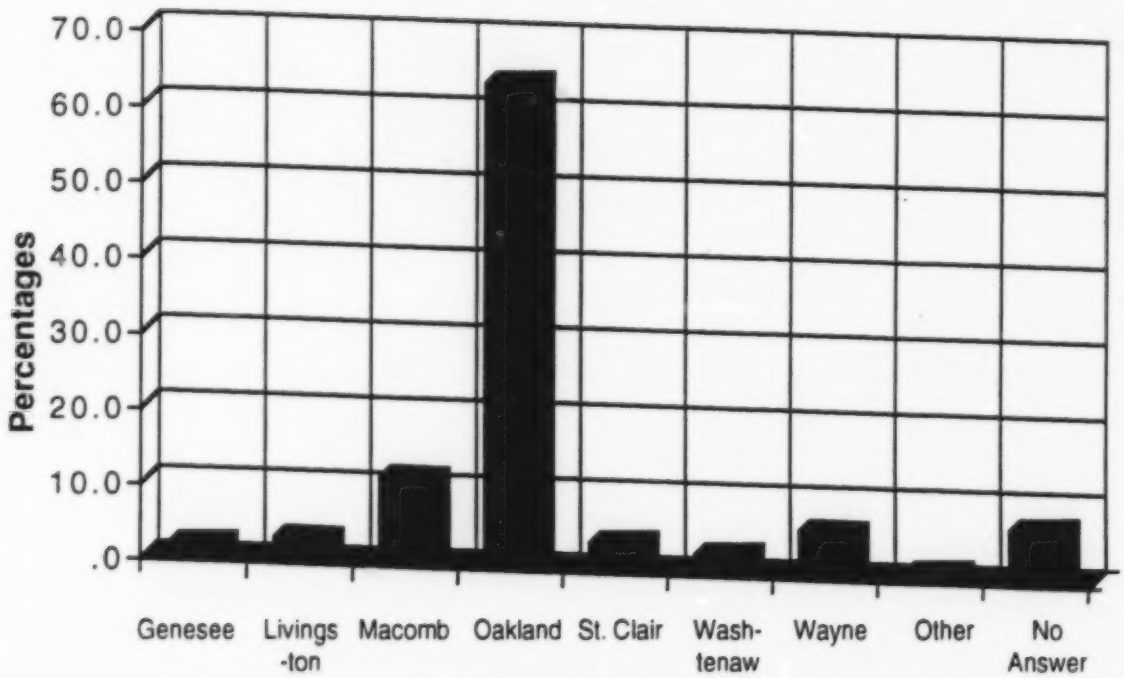
CLIENT ETHNIC BACKGROUND

by percentage



GEOGRAPHIC DISTRIBUTION OF CLIENTS BY COUNTY

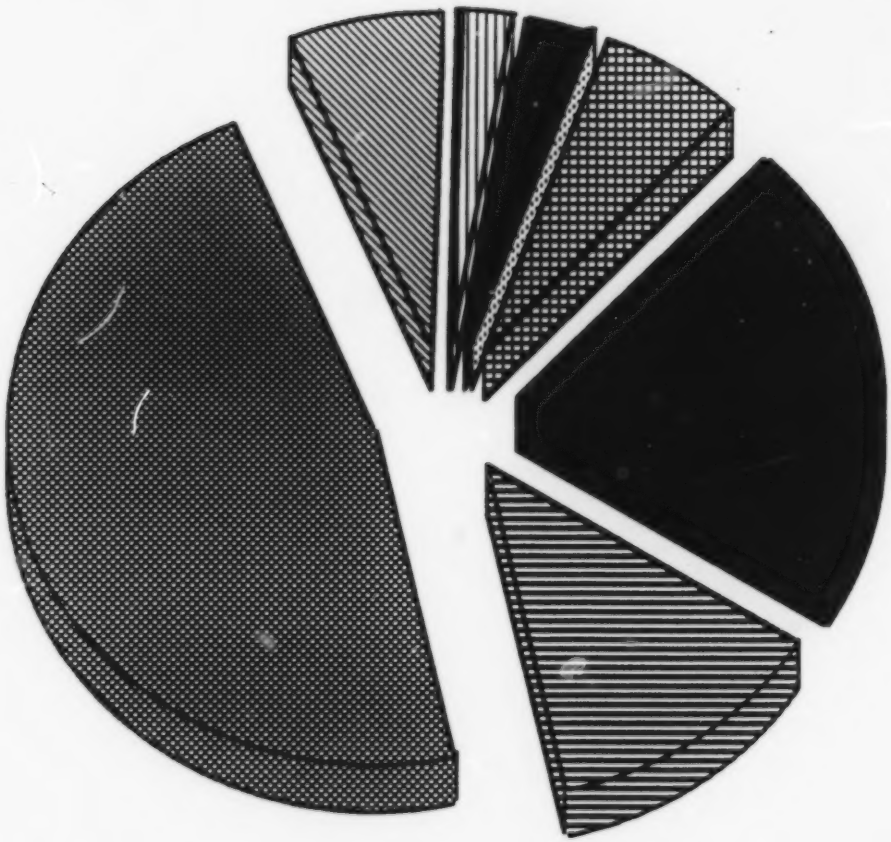
by percentage



Geographic Distribution by County

EDUCATION LEVEL

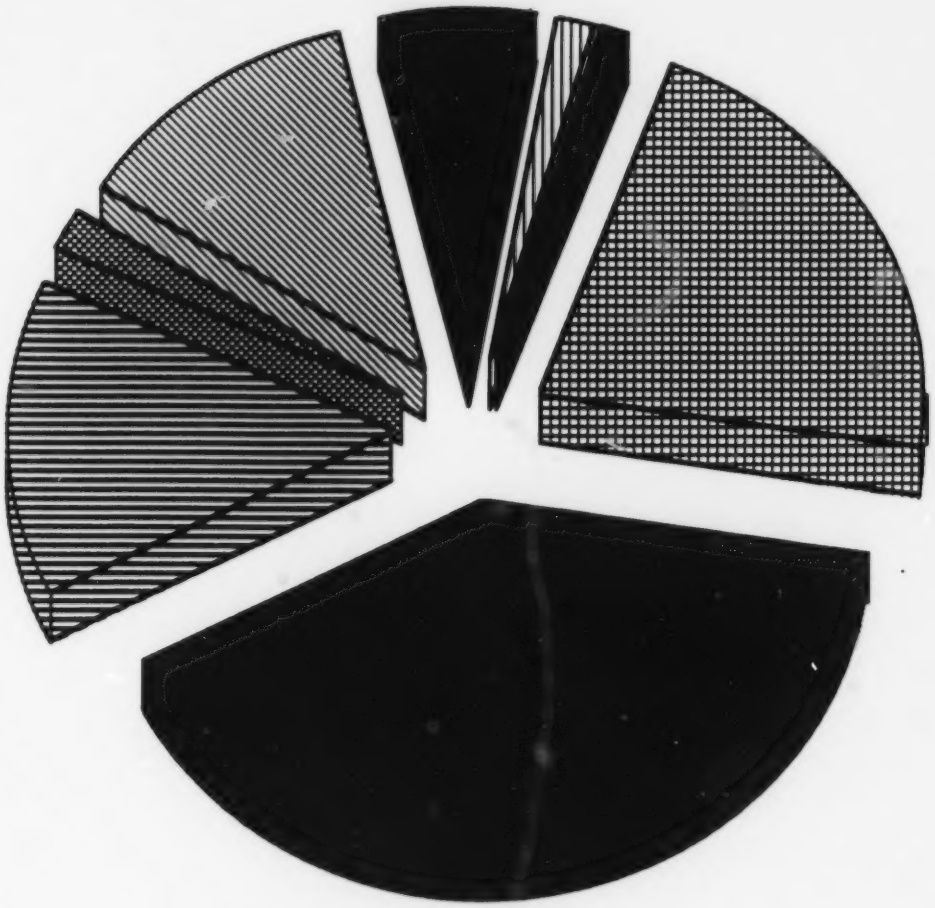
by percentage



	6.5%	Incomplete High School
	22.1%	High School
	12.5%	Associate
	47.1%	Bachelor
	7%	Master
	2.2%	Training Programs
	2.4%	Other
	.2%	No Answer

EMPLOYMENT STATUS OF CLIENTS

by percentage

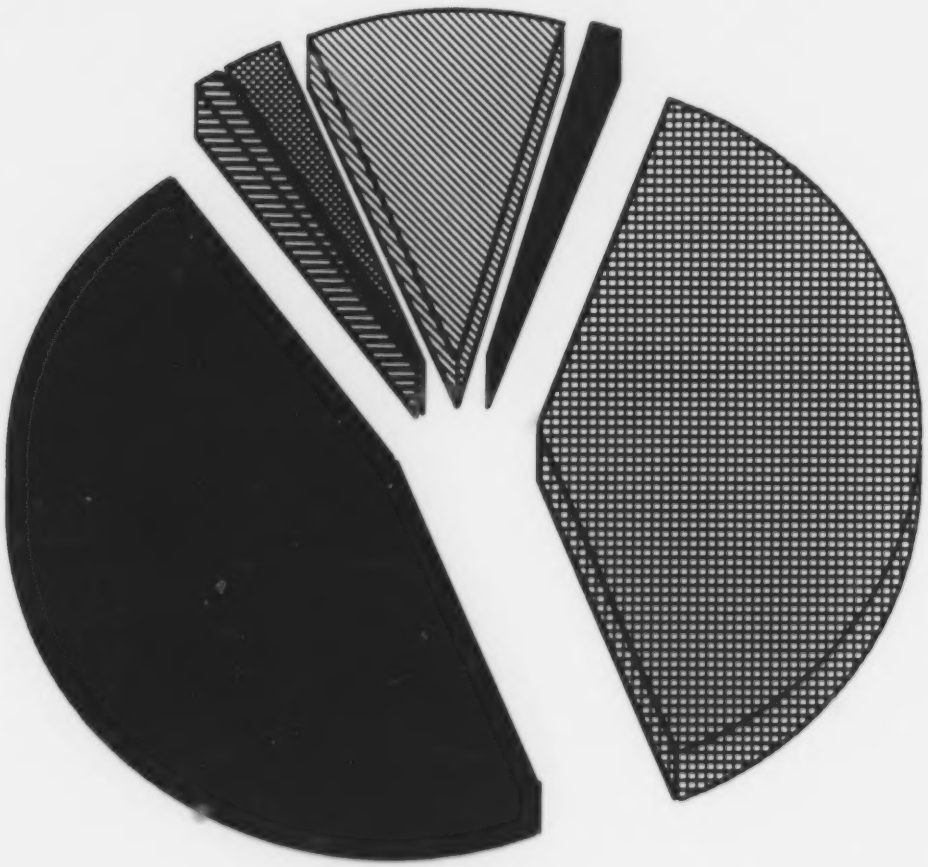


22%	Part-Time
39.9%	Full-Time
14.7%	Unemployed
1.9%	Self-Employed
12.3%	Student
6.6%	Homemaker
1.6%	Retired
1%	No Answer

20

MARITAL STATUS OF CLIENTS

by percentage



38.5% Single

46.1% Married

1.1% Widowed

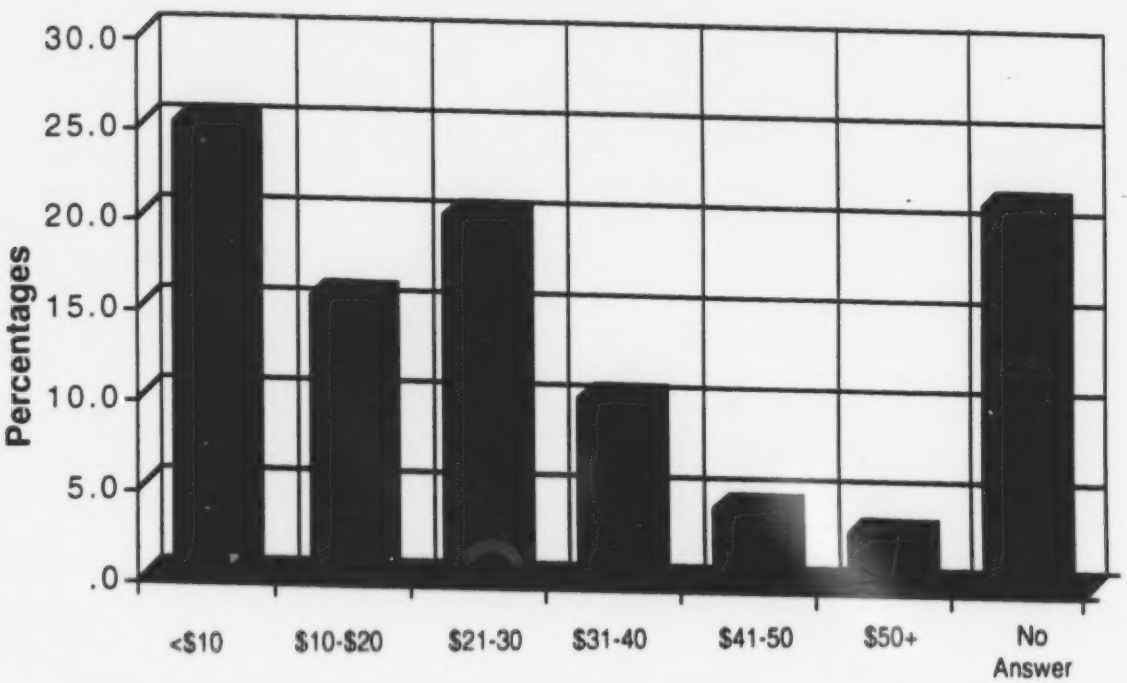
2.5% Separated

10.8% Divorced

6.9% No Answer

PERSONAL YEARLY INCOME

by percentage

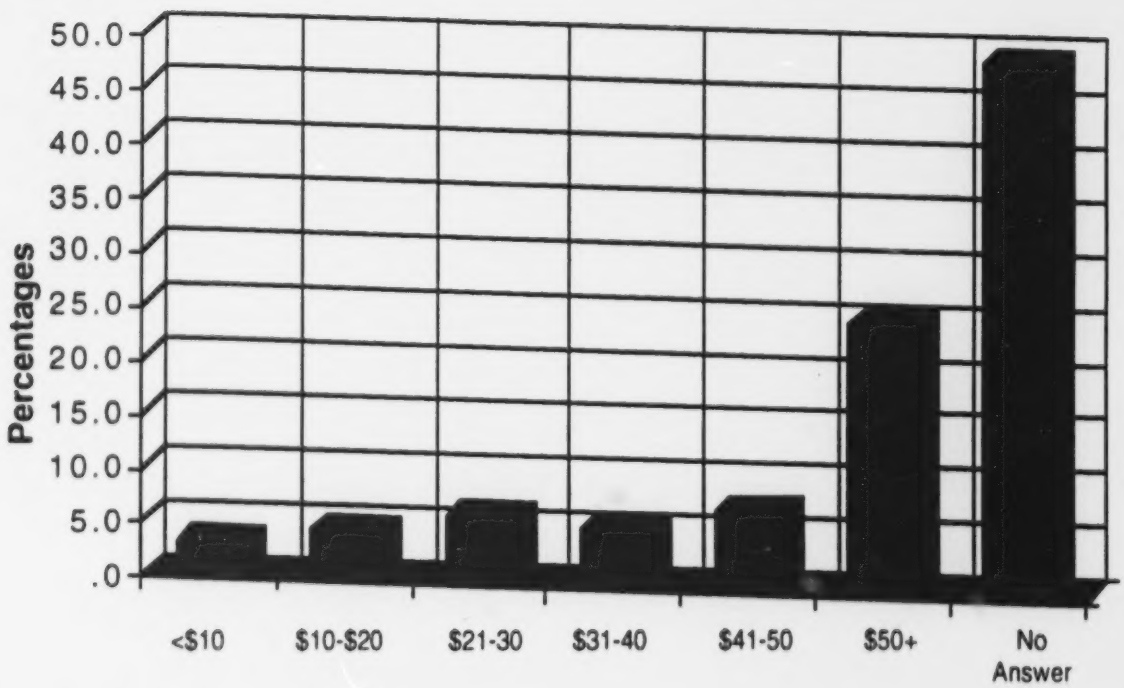


Personal Yearly Income
(in thousands)

28

HOUSEHOLD YEARLY INCOME

by percentage



Household Yearly Income
(in thousands)

VI. IN-SERVICE TRAINING

This year the ACCC provided a number of in-service programs in addition to providing service to community adults. Students and members of the community were given opportunities to become familiar with the computer-assisted career guidance programs and other resources at the ACCC.

The following classes sent students for in-servicing at the ACCC during the 1992-93 academic year:

1. Graduate Counseling Class in Careers, CNS 640.
2. Graduate Practicum Counseling Class, CNS 664.

Overall, the ACCC was able to in-service 200 people from September 1992 through June 1993.

VII. PUBLIC RELATIONS

A. Highly Favorable Referral Rate Within the Community

The most rewarding aspect of public relations continues to be recommendations made from satisfied clients. This client referral system fits perfectly with the mission of the ACCC which is to provide voluntary career guidance for adults of southeastern Michigan.

B. Press Releases

Jim Llewellyn, Senior Editor and News Director for University Relations, sent out a number of press releases to local newspapers, radio stations and television networks. These releases generated a number of clients throughout the year.

In addition, the information provided by the Oakland Press and its reporter, Diana Dillaber-Murray, about the ACCC and PACCC and their services informed potential clients about these Oakland University services.

Information was also distributed to various T.V. cable companies in the tri-county area and was listed on the Oakland University T.V. Bulletin Board.

C. Projects

1. Again this year the ACCC hosted its annual open house as part of National Career Development month. Over 60 university personnel and interested community members attended.

2. Jeff Davis informed local adult education coordinators of the ACCC's willingness to give presentations to their organizations and clients.

3. On March 18th, Kate Johnson appeared on the radio show "Lawline" with attorney Susan Paletz on WEXL radio. The show's theme was women's issues, and Kate discussed the services provided by the ACCC and PACCC to help interested women with career development concerns.

4. At their request, information about the ACCC and its services was sent to over 30 interested persons nationwide

5. Jeff Davis analyzed client responses to the exit form used to measure clients' perceptions of our services. The vast majority of our clients are pleased with our services and how we provide them. Some suggestions are offered based on the based on the data taken from this analysis (see full report on page 27).

D. Conferences

The ACCC was represented by our director at the ACA conference in Atlanta in March. In addition, the entire staff attended the Michigan Career Development Association Conference in April at the Radisson in Kalamazoo. Howard Splete gave a keynote address, "Legislation and Career Development." Chris Walsh, Kate Johnson, and Julie Yoder presented information on their research project which was sponsored by the ACCC.

In addition, various workshops were attended by ACCC staff to help us provide better services to our clients. One of these was the Improved Career Decision Making workshop held at Oakland University in September. All ACCC counselors attended.

VIII. ANALYSIS OF CLIENT RESPONSES TO THE ACCC EXIT FORM

This analysis is based on client responses to our exit form. We give clients the exit form during their last pre-scheduled visit to the ACCC. It gives us a chance to see how our clients view the quality of our services and staff, as well as providing cogent insight into how we can improve the ACCC. The following information is based on 96 completed exit forms (January-June, 1993).

1. 75% of respondents found the computer information to be EXTREMELY HELPFUL, the remainder said SOMEWHAT HELPFUL.

2. 96% of respondents rated the advice/guidance obtained from the counselor as EXTREMELY HELPFUL, the remainder said SOMEWHAT HELPFUL.

3. 68% of respondents said YES, they planned to return for more work with us after their initial visit; 28% said MAYBE, 4% said NO.

The form also asked what next steps clients planned on taking after leaving the ACCC. The NEXT STEPS clients planned on taking most frequently were:

1. Write for more information about specific careers (55%).
2. Do informational interviewing (32%).
3. Get further training and/or education (28%).
4. Write/update my resume (25%).
5. Do research about companies I might like to work for (22%).

Our form also contains a section where clients can suggest how we can improve the ACCC. Frequently occurring client suggestions were:

1. Stay open during the summer.
2. Get more computers and operating space.
3. Teach the correct way to fill out a job application.

IX. COORDINATION WITH PRACTICUM COUNSELING CENTER

The coordination and reciprocal cooperation between the Practicum Counseling Center (PCC) and the Adult Career Counseling Center (ACCC) has continued now for seven years. The pairing has proved to be mutually beneficial. Clients who utilize the computer assisted career counseling at the ACCC and request further career exploration are given an option to continue by working with a PCC counselor. Typically, the client will continue for three to five sessions during which several assessments designed to aid in career discernment are administered and interpreted. These might included the Strong Interest Inventory, the Myers-Briggs Type Indicator, or the Temperament and Values Inventory. In the course of the past year, twenty-two ACCC clients have chosen this option to continue as clients in the PCC.

The more frequent route of clients through the two centers, however, is more heavily weighted in the opposite direction. Clients who come to the PCC seeking help with career planning are routinely cycled through the ACCC for exploration on one of the computer assisted career packages. The PCC counselor assists a client during the on-line work, acting as a coach and sounding board during the actual computer time. This frees the ACCC staff to continue to work with their clients.

Having access to the career center is an enormous asset to the PCC counselors, enriching the services they can deliver to their clients. At the same time, the services the ACCC can offer are enhanced by offering in-depth continuation of career options by a PCC counselor. Both centers profit immensely from the coordination of delivery of services to the public..

X. RESEARCH

Since the Adult Career Counseling Center opened in 1982, student counselors and counseling faculty have done research in the field of career development in the ongoing Life Career Patterns Project. Included in this year's report is a list of previous and current research.

A. Past Research

January 1984 - December 1985

1. Pamela Marin's doctoral dissertation in Counseling at the University of Michigan reported data based on research done at the ACCC. This research investigated the use of computer-based guidance systems by adults in order to differentiate between the effectiveness of the computer-plus-counselor and the computer-only career guidance style of subjects and the intervention methods were also investigated. This research was published in The Career Development Quarterly, Vol. 39, No. 4, June, 1991, pp. 360-371.

2. Prasanna K. Datta, of the Placement and Career Services Office worked with previously dismissed students who were counseled regarding re-admission to Oakland University. Datta also counseled with 35 workers from GM Truck and Bus. He saw them in their work place and their union hall.

3. Howard Splete and Anne Freeman George researched a family systems perspective in determining how the individual's decision making process was affected by the family system dynamics. This research was published in The Journal of Career Development, Vol. 12, No. 1, September, 1985, pp. 55-64.

January 1985 - December 1985

1. Four faculty graduate assistant teams initiated an on-going Life-Career Patterns Project. In this beginning phase of the project, each team selected an area for research, conducted a thorough review of the related literature, and wrote first drafts of articles based on their readings and discussion.

2. Program Evaluation - Dean Gerald J. Pine and Janice Nyquist completed an evaluation of career-related programs in the Flint schools. They reported on the cooperative programs between the schools and businesses in the city of Flint and surrounding communities.

3. The ACCC staff conducted a brief telephone follow-up survey to investigate how clients had used the career information they received from working with the computers and counselors.

4. Roxanne Allen's doctoral dissertation in Counseling at Wayne State University compared individual and group career counseling using computer-based guidance systems based on a summer research project at the ACCC.

September 1986 - June 1987

1. Sharon Rhine conducted a follow-up study to determine the long term effects of career counseling on undecided students.

2. A survey was constructed to assess the strengths and weaknesses of The Adult Career Counseling Center and the Discover for Adults computerized guidance system.

September 1987 - June 1988

1. Julie Semroc conducted a study with thirty clients from the ACCC. These clients volunteered to complete a SIGI PLUS user evaluation when they finished using the system. The strengths, weaknesses and degree of helpfulness of SIGI PLUS for ACCC clients were investigated.

2. Pamela Semmens conducted research on women entering non-traditional careers.

3. Nelson Phillips reviewed the personal approaches of clients as they worked with the computer program and the effect on the counseling process.

4. A pilot study, conducted by Debra Henehan, consisted of seven women who sought career counseling at the ACCC. The women were asked questions regarding family history and influence on career choice, sources of job satisfaction and dissatisfaction, work values, preferred future and career goals, their interpretation of the goals of this research and what they feel they gained through their participation.

September 1988 - June 1989

1. Gail Rinehart conducted a pilot comparison of DISCOVER and SIGI PLUS. Subjects were thirteen counseling students enrolled in the Master's program at Oakland University. They volunteered to evaluate and compare the systems after interacting with them.

2. Julie Semroc conducted a study which developed career counseling strategies highlighted by sensitivity to and understanding of the difficulties encountered in coordinating career and family roles.

3. Doctors Pam Marin and Roxanne Allen investigated the effects of an individual's understanding of his or her Myers-Briggs Type Indicator personality type as related to a computer-based career guidance intervention on the level of career decidedness as measured by the Career Decision Scale and the Occupational Alternatives Questions.

September 1989 - June 1990

1. Anne Sutton looked at career indecision in adult women who sought career counseling at the ACCC. Career indecision has been extensively studied in college-age students, but less attention has been paid to adult women who have difficulty making career decisions.

2. Elaine Tsangarides developed a pilot study investigating intrinsic and extrinsic work values of men as related to the specific age-related stages defined by Levinson.

September 1990 - June 1991

1. Christy Kortryk conducted a study to determine what steps clients took toward a career after visiting the ACCC. It was anticipated that the services offered at the Center would have provided the guidance, resources, and information necessary to help clients make career selections, take the next appropriate steps, and move into a chosen career field. The subjects were surveyed by mail and asked to rank order activities used to make career change or selection. The top four activities were: 1. Talked with significant other about career planning; 2. Inquired about required skills for specific fields; 3. Inquired about enrollment; and 4. Looked for new work. From the client evaluations, recommendations were made for the ACCC to consider.

2. Lucille Kus investigated the relationship between work roles and the need to have intrinsic values met in careers for women seeking mid-career changes. The subjects were employed women between the

ages of 30 and 45. The Salience Inventory (Nevill and Super, 1986) was used to assess relative importance of work. The Values Scale (Nevill and Super, 1986) was used to assess intrinsic values. From the results, it was shown that a positive correlation exists between the work role salience and intrinsic work values for adult women.

September 1991 - June 1992

1. Michael Han researched the effect of the family's influence on the career choice of Korean American students. He studied major factors such as the acculturation of the family into the American society.

2. Michael Strobel investigated the impact of underemployment on self-esteem with volunteering clients of the ACCC. His research was published in the Michigan Journal of Counseling and Development, 21(1), 5-9.

3. Chris Walsh, Kate Johnson, and Julie Yoder investigated some factors that may affect a woman's career decision making, and they prepared a research project to be implemented in 1992-93.

B. Current Research (1992-93)

1. FACTORS AFFECTING A WOMAN'S CAREER DECISION MAKING

by: Kate Johnson, Chris Walsh, and Julie Yoder

A number of studies have been done which look at the factors that influence a woman's career decision-making process. The current study explored factors including level of interest, level of prestige, sextype of an occupation, sex-role orientation of the client, and salary level. Adult females (N=63) seeking career counseling services at two career counseling centers participated by completing the Bem Sex Role Inventory (BSRI), Discover for Colleges and Adults (a computer-assisted career guidance program), and a Career Decision-Making Sheet. Findings suggest that salary and interest level appear to be the most important factors, regardless of the woman's sex-role orientation.

The hypotheses for this study were as follows:

1. There is a relationship between the sextype of a woman's preferred occupation and her sex-role orientation (Sex-role orientation refers to the tendency of individuals to perceive themselves as either masculine or feminine. The sextype of an occupation refers to the normative expectation concerning the appropriate gender of a job holder (Krefting, Berger, & Wallace, 1978)).

2. There is a relationship between the sextype of a woman's preferred occupation and her sex-role orientation when looking at her perception of the sextype of the occupation vs. the actual sextype of the occupation.

3. There is a relationship between the woman's perceived level of prestige of her preferred occupation and her sex-role orientation.

4. Interest level and salary level are more important than sextype and prestige level.

In our first three hypotheses, we were investigating the influence a woman's sextype may have on her choice of a preferred occupation. The fourth hypothesis was developed based on the researchers' experiences working with

career clients. While Gottfredson (1981) thought that sextype and prestige were more important than interest, the researchers predicted that women would value the factors of interest and salary levels as being more important than sextype or prestige. According to the concept of the BSRI, a traditionally sex-typed person will be motivated to use the sex-typed definition of themselves to guide their behavior. They will strive to keep their behavior consistent with the cultural definition of their sextype (Bem, 1981). Therefore, a woman exhibiting predominately female personality characteristics would be inclined to choose a preferred occupation that society has accepted as being appropriate for women. A woman with strong masculine personality characteristics may feel more inclined to pursue a preferred occupation that might be dominated by men.

While several researchers (Gottfredson, 1981; & Bem, 1981a, 1981b) might expect a person's sextype to be an important factor in a woman's career decision, our study did not appear to support this notion. Our results did not support our first three hypotheses. Based on the responses given by the participants on the Career Decision-Making Sheet, it appears that our fourth hypothesis may have some merit. The factors of interest and/or salary were seen as more important than sextype or prestige when selecting their preferred occupation. These findings suggest that career counselors must encourage their female clients to develop, identify, and explore their interests and help them identify an acceptable salary range.

C. Ongoing Research (1992-93)

1. SEX-ROLE ORIENTATION AND OCCUPATIONAL SELF-EFFICACY OF ADULT WOMEN

by: Amy Waldron

My research will seek to expand on the previous research done at the ACCC concerning the factors affecting women's career decision-making. My research will examine the relationship between women's sex-role orientation and their perceived occupational self-efficacy in a variety of careers.

I will utilize part of a theoretical model proposed by Gail Hackett and Nancy Betz (1981) in my research. Their theory states that women have lower career-related self-efficacy than men because women's sex-role socialization limits their ability to make use of the four sources of self-efficacy information that Bandura (1979) sees as the primary mechanism for developing and strengthening self-efficacy. These four sources are : performance accomplishments, vicarious experiences, verbal persuasion, and emotional arousal.

Previous research looking at gender differences in career-related self-efficacy expectations has produced inconclusive results. Past studies have only used biology (man vs. woman) to study the differences that Hackett and Betz postulate are due to socialization differences. Therefore, I will examine sex-role orientation as a mediating variable between gender and levels of career-related self-efficacy. I will utilize the Bem Sex Role Inventory and the occupational self-efficacy inventory developed by Hackett and Betz. By using these two measures, I hope to more appropriately examine Hackett and Betz' assertion that women's sex-role socialization inhibits their development of strong career-related self-efficacy.

My research will contribute to the existing body of knowledge by extending career self-efficacy research into a new population, that of adult women between the ages of 19 and 65. My subjects will be ACCC clients in this age range who seek career counseling. Hopefully, my research will provide support to my hypothesis that there are significant differences in self-efficacy among women with different sex-role orientations for traditional and nontraditional (female) occupations.

C. Ongoing Research (1992-93)

2. THE APPLICABILITY OF ACTION RESEARCH TO THE COUNSELING PROFESSION

by: Jeff Davis

Over the next year, two projects will occupy my research efforts. The first project concerns the applicability of the action research model to counseling. Gerald Pine, Dean of the School of Education and Human Services, will assist me in examining the current state of action research as it has (or has not) been applied to: (1) counseling outcomes, and (2) program evaluation. We will proceed then to develop a position paper regarding the efficacy of action research as a valid method of inquiry/measurement in the counseling profession.

3. A SURVEY OF UNIVERSITY-SUPPORTED COMMUNITY CAREER COUNSELING PROGRAMS

I will also be contacting university-supported, community career counseling programs nationwide to obtain data concerning: (1) client demographic information, (2) their funding mechanisms, (3) the kinds of services they provide, and (4) how they measure their effectiveness. I am particularly interested in discovering any demographic shifts in their client base over the past several years; seeing if the ACCC can be improved from the insights gleaned from the data I hope to obtain; and effective methods of outcome measurement that may be applicable for the ACCC. This research report will culminate in precise suggestions concerning improving the services we provide at the ACCC.

X. PLANS FOR IMPROVING SERVICES OF THE ADULT CAREER COUNSELING CENTER

Based on suggestions from the ACCC counselors and clients, we plan to:

1. Relocate the ACCC into four rooms to provide more efficient service, as well as to give our clients more privacy. This will be completed in the summer of 1993.

2. Continue scheduling fewer clients so that more individualized counseling can be provided. Adequate time is then provided for intake interviews, computer work, information interpretation, and development of client next steps.

3. Continue coordination and referral procedures with Oakland University offices, as Academic Services, Practicum Counseling Center, Placement Services, Continuum Center, and the Graham Center, as well as with community agencies, as the Pontiac Adult Career Counseling Center and local JTPA offices.

4. Provide more information to new ACCC counselors, Practicum counselors, and faculty so they are better prepared to use the center.

5. Continue to involve the ACCC Advisory Committee in ACCC planning and research.

6. Continue the research focus on adults in career transition, with emphasis on women in transition, and strive for the publication and presentation of results at conferences.

7. Prepare a list of resources and possible next steps for clients to take after their sessions at the center.

8. Organize our computers and their use in our new offices so that the center and practicum clients are efficiently served.

9. Develop new bookkeeping procedures and reorganize resource materials.

10. Revise ACCC procedures manual to reflect our new offices and expanded resources.

11. Initiate more ongoing in-service sessions for ACCC counselors.

APPENDIX A

REPORT ON
THE PONTIAC ADULT CAREER COUNSELING CENTER

REPORT ON THE
PONTIAC ADULT CAREER COUNSELING CENTER

This report is was written by Julie Yoder, an M.A. candidate in Oakland University's counseling program. She worked as a graduate assistant at the center during the 1992-93 academic year.

The Pontiac Adult Career Counseling Center (PACCC) is a unique example of a university and community college combining their resources for the good of the community. PACCC provides multifaceted career guidance services to community area adults. Personal career counseling is offered at the center and focuses on helping clients gain awareness of career information and opportunities, resume preparation, goal setting, decision making, interviewing skills, and referral information. The PACCC also provides career development support services to clients of community organizations, in either an individual or group format. The center's services are provided at no cost to clients, and are facilitated by two Oakland Community College licensed counselors and one graduate assistant from Oakland University's counseling program. Counselors utilize two computer guidance programs: DISCOVER for Colleges and Adults and the Michigan Occupational Information System (MOIS). The PACCC is also developing programs for area organizations that work on a contract and fee basis.

Now in its third year of operation, the PACCC continues to strive to meet the challenges and needs of the community. The following overview will outline the highlights of the PACCC's activities over the past year.

The PACCC provided career exploration and planning opportunities to over 277 community adults. Approximately 44% of those clients were individual appointments, 27% were served through a Department of Social Services' contract, 13% account for group presentations at the center to participants of the Women Survival Center's Job Readiness Program, and about 20% attended the PACCC's Open House. Additionally, there were several representatives from various community organizations and businesses that made on-site visits to the PACCC, including the Michigan Employment Security Commission, Adult Ed, New Horizons, Pontiac Central High School, Oakland Community College Auburn Hills counselors, Project Baseline, Baldwin Shelter, Pontiac and Waterford Adult Education Consortium, the Bloomfield Job Club, Pontiac Area Urban League, and General Motors.

In addition to serving clients at the center, the PACCC staff continually perform community outreach activities. A total of 325 clients were reached through outreach efforts. This is an 85% increase in clients served over the last year. This past year, presentations were provided to members of the following

organizations: Lighthouse North, Eastside Head Start, Longfellow Elementary PTA, New Horizons, Oakland Livingston Human Services Agency (OLHSA), the Senior Aide Program, the Hazel Park, Pontiac, and Waterford Adult Education Consortium, Job 2000 Clinics, and the Department of Social Services. Approximately 38% were from the OLSHA program and roughly 62% were from the Pontiac Adult Education Development for Gainful Employment (EDGE).

A milestone event for the the PACCC was its work with the Department of Social Services (DSS). Two contracts were awarded to the PACCC from the DSS. The first contract was for 60 clients to participate in a Job Readiness Program. This contract ran from July 1, 1992 through September 30, 1992. These clients attended the program for four weeks, four hours per day, five days a week. They received employability skills training, testing and assessment. An Employability Development Plan and Testing and Evaluation Summary was forwarded to their MOST worker to aid in the goal setting for each particular client.

The second contract allowed 50 more clients to participate in a series of testing and assessment appointments. A summary statement was forwarded to the client's MOST worker as an aid in completing an Employment Development Plan. This contract will run through September 30, 1993. These contracts are just two of the ways the PACCC is meeting the needs of the community. The contracts also allowed the PACCC to remain open during the summer months.

Through the PACCC's outreach efforts with local Adult Education Programs, the PACCC participated in the EDGE's employability classes by providing supplemental interviewing material to its students. The PACCC staff has visited the EDGE program several times, and has delivered interviewing workshops for all five of the EDGE classes. The PACCC also participated in the Job Fair hosted by EDGE.

Creative and innovative strategies are necessary for the PACCC to reach its clients. The PACCC advisory board, consisting of local community agencies and private businesses, helps the center prepare for the future. During two meetings this year, the PACCC and its advisory board developed ideas and directions for the future. Decisions were made to: (1) identify additional ways to implement community service, such as volunteering at the Job Skill Training 2000 sites, (2) pursue monetary funding directly from the state for special contracts, (3) outreach all agencies connected to the advisory board with the goal of complementing current services, and (4) start a community newsletter between agencies and advisory board members to achieve outreach goals.

An apparent need of community agencies is for more and better assessment procedures. To accommodate that need, the PACCC is and will continue to focus on strengthening its assessment capabilities. Research on

appropriate instruments for our clientele is a priority, as well as additional training for the PACCC staff. We have also decided to make the following improvements: develop a feedback network from agencies about the efficacy of the PACCC's services, develop an exit evaluation form, and expand services through collaboration with area agencies.

APPENDIX B

AUXILIARY GRANT SUPPORTED SERVICES

A. ACADEMIC SERVICES AND GENERAL STUDIES
CAREER RESOURCE CENTER

SIGI PLUS and DISCOVER for Colleges and Adults, the computer-assisted career guidance systems, have been in operation in the Academic Services and General Studies Career Resource Center (CRC) since March 1983. Since that time the purchase of furniture, additional resources and part-time personnel have enhanced the development of the center. Consistent usage of the Career Resource Center indicates the services are fulfilling students' needs.

The CRC and the computer-aided guidance systems are comprehensively advertised through regular publications, referral sources and classes. The career counseling and information resources (Pillars) brochure, the university catalogue, the evening and extension services brochure, the schedule of classes, the undecided major brochure, and a brochure sent to new freshmen from the Provost's office are all regular publications that carry a segment highlighting the services available in the CRC. Further, letters to special populations such as undecided students, re-admitted students, and probationary students are sent out fall and winter semesters. These letters list a variety of support services available campus wide including the CRC.

Presentations and the CRC information sheets are given to new undergraduate students at their orientation and the center is a featured stop on the campus tour for new students. Also, presentations are made to upward bound students.

Presentations are made to certain classes each semester as to the development and usage of the center. These classes may have assignments that require in-depth usage and evaluation of the center's resources including the computer-aided systems. The courses that consistently utilized the center services are listed below:

RHT 101	Composition II for Undecided Students
HRD 264	Educational and Career Exploration
HRD 364	Career Development
CNS 640	Career Development Theory and Practice

As anticipated, usage of SIGI PLUS and DISCOVER for Colleges and Adults has remained constant over the years. On an average 8 students per week use each system. Comparisons can be seen below of the number of users.

	1990 - 1991	1991 - 1992	1992 - 1993
SIGI PLUS	287	344	305
DISCOVER	352	350	291
MOIS	63	33	30

A week by week evaluation reflects the ebb and flow of the academic calendar. Semester breaks, finals, and the beginnings and ends of semesters alter the number of students who use the system with peak usage happening in the months of October, November, February and March. During the Spring and Summer sessions usage drops by half as these sessions are not full semesters and most Oakland students do not attend.

In general, user response has been overwhelmingly positive. Students maintain the systems are fun and easy to use, provide useful and abundant information, provide options, and give suggestions on where to go for further information. The CRC student assistants reported a slight preference for SIGI PLUS as the keyboard and functions are simplified and the system graphics are clear and colorful. Appointments are generally available within a week, with peak periods causing some 8 -14 day delays.

During the 1992 - 93 academic year the CRC employed an undergraduate assistant for coverage of the center. This student certainly contributed to our operation. She provided the welcoming peer assistance that can be reassuring to the student using the systems for the first time.

B. CONTINUUM CENTER AND THE ACCC

The Continuum Center is greatly appreciative of the services provided by the Adult Career Counseling Center. We refer some of our individual career counseling clients to the Center to use the Michigan Occupational Information System, SIGI PLUS and DISCOVER for Colleges and Adults. Participants in our group "Career Building" program are also referred to the Center and some of them take advantage of that opportunity.

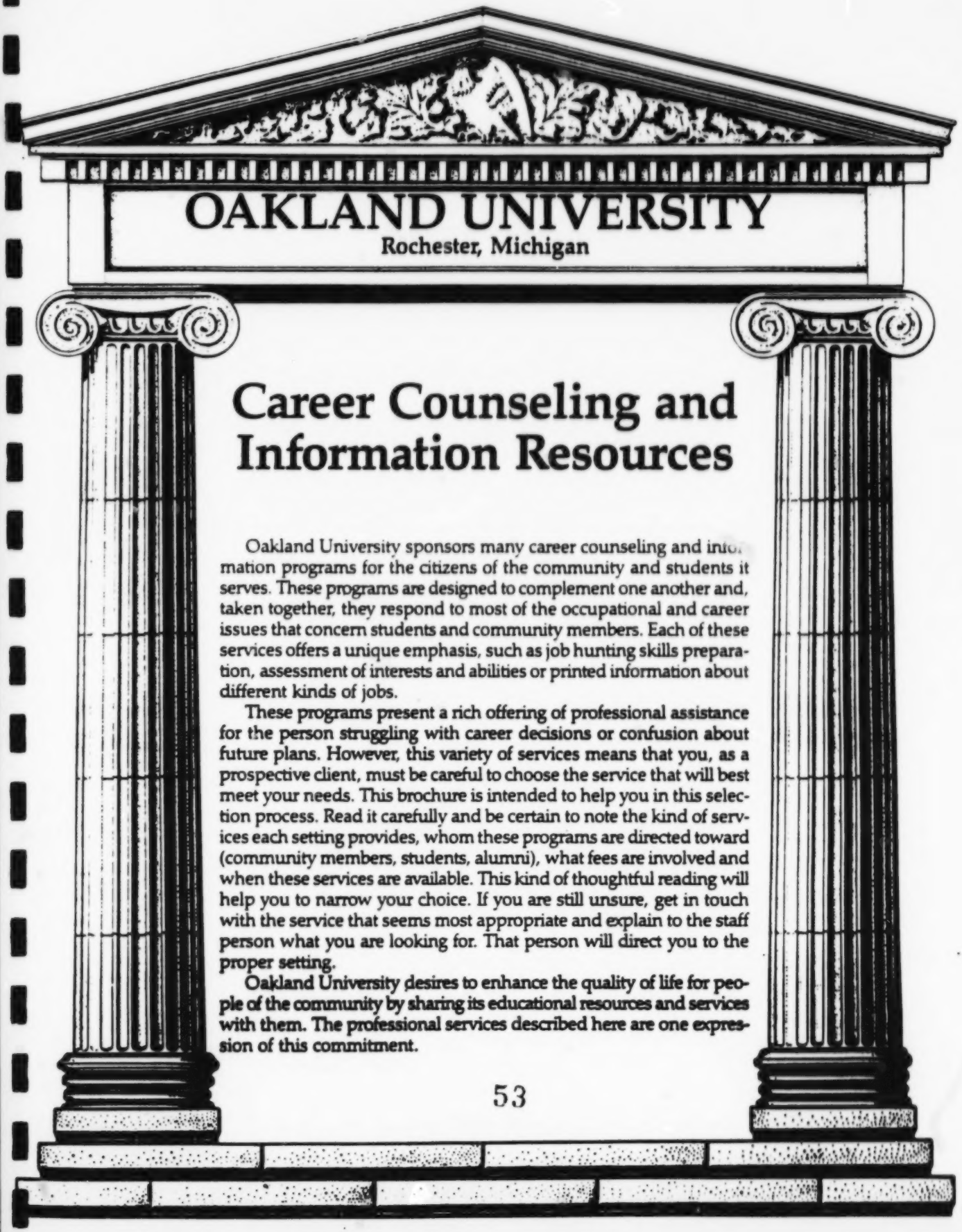
The Continuum Center is a multi-faceted adult counseling and training center. Our current activities include providing career assessment, career development, and job search counseling to adults who come to our center and to adults within the context of their work site. For the past five years we have provided such services to the union-represented employees of AT&T through the Alliance, a joint union/management program. We have also provided similar services to employees of Ford Motor Company, General Motors and other businesses.

Continuum Center personnel are also partners in the National Career Development Training Institute which provides training to career development practitioners.

Our plans for the future include continuing to provide these services, both at Oakland and at the sites of businesses, industries and other organizations. We plan to continue to refer clients to the Adult Career Counseling Center and appreciate similar appropriate referrals from the Center.

APPENDIX C

CAREER COUNSELING AND INFORMATION RESOURCES AT OAKLAND UNIVERSITY



OAKLAND UNIVERSITY

Rochester, Michigan

Career Counseling and Information Resources

Oakland University sponsors many career counseling and information programs for the citizens of the community and students it serves. These programs are designed to complement one another and, taken together, they respond to most of the occupational and career issues that concern students and community members. Each of these services offers a unique emphasis, such as job hunting skills preparation, assessment of interests and abilities or printed information about different kinds of jobs.

These programs present a rich offering of professional assistance for the person struggling with career decisions or confusion about future plans. However, this variety of services means that you, as a prospective client, must be careful to choose the service that will best meet your needs. This brochure is intended to help you in this selection process. Read it carefully and be certain to note the kind of services each setting provides, whom these programs are directed toward (community members, students, alumni), what fees are involved and when these services are available. This kind of thoughtful reading will help you to narrow your choice. If you are still unsure, get in touch with the service that seems most appropriate and explain to the staff person what you are looking for. That person will direct you to the proper setting.

Oakland University desires to enhance the quality of life for people of the community by sharing its educational resources and services with them. The professional services described here are one expression of this commitment.

ADULT CAREER COUNSELING CENTER

Eligible Clients
The Adult Career Counseling Center serves adults in the community who are considering career transitions, assessing their strengths, interests and potentials and discussing possible career options. The ACCC does not, however, provide an employment service.

Services
1. Adults schedule appointment(s) to meet with an ACCC coordinator for an intake interview and orientation to a computer-assisted system, to work on that system, and discuss the results of this process with the coordinator.
2. Computer-assisted career guidance systems SIGI PLUS and Discover for Adults are available at the ACCC. These systems aid adults in reviewing their interests, skills and work-related values; possible occupational fields; educational and training opportunities; and pre-employment skills.
3. The Michigan Occupational Information System (MOIS) on computer and additional career resources are available for use.
4. Referral information about the other career counseling and training programs is available.

Appointments
Adults may sign up for appointments at the center by calling 370-3092 or by stopping by the ACCC in person.

Hours
The ACCC is open days and evenings Monday through Friday and on Saturday mornings. Hours change during the summer and holidays. Call 370-3092 to check on the schedule.

Fees
No fee is charged for the services of the ACCC.

Location
The Adult Career Counseling Center is located in Room 147 O'Dowd Hall.

CAREER TESTING AND COUNSELING CENTER

Eligible Clients
Career Testing and Counseling Center services are available to community members and Oakland University students. Clients range in age from 16 (high school juniors) to 65. When high school students use these services, career planning guidance is provided to their parents as part of the counseling process.

Services
By means of an extensive battery of tests and a series of counseling sessions, clients are provided an opportunity for an in-depth exploration of career questions, career goals and plans for realizing these goals. Many printed materials, including the Michigan Occupational Information System (MOIS), are used as aids in this process. Specific services include:

1. Career counseling for adults and adolescents
2. Interest, ability and personal-style testing
3. Educational and career planning
4. Re-entry counseling (work and education)
5. Career development

Other services, in addition to the career-oriented ones, are offered at the Psychology Clinic. These include psychotherapy and personal counseling (adults, children, adolescents, families, couples and parents), psychological testing and consultation and specialized services for people suffering from loss and trauma experiences.

Appointments
Individuals seeking information may call 370-3465 Monday through Friday, from 8 a.m. to 5 p.m. Requests for appointments may be made through the clinic's secretary, either by phone or in person.

Hours

Monday, Thursday, Friday	8 a.m. - 5 p.m.
Tuesday	8 a.m. - 8 p.m.
Wednesday	8 a.m. - 9 p.m.
Saturday	9 a.m. - 1 p.m.

These hours change during the summer and holidays. Call 370-3465 to check on the schedule.

Fees
Community members are assessed according to a sliding fee scale, based on family income, as are part-time students. For full-time Oakland University undergraduate and graduate students there is a minimal student fee.

Location
This program is part of the Psychology Clinic, located in the east wing of the Graham Health Center.

CONTINUUM CENTER

Eligible Clients
The Continuum Center serves men and women from young adulthood to old age. Most of its clients are not students at the university. These clients are often at a turning point in their lives — seeking work, changing careers, dealing with a divorce, planning retirement, or other personal issues.

Services
The Continuum Center provides career counseling in either a group or an individual format. Individual career counseling is provided by a certified counselor meeting the professional standards set by the National Career Development Association. These services assist the client in the assessment of interests, values and transferable skills as well as in the setting of career goals and plans for attaining them. Other career-related services include workshops in resume writing, job interviews and job hunting.

Besides the career counseling services, the Continuum Center provides personal counseling and consultations, personal and professional development workshops and group leader training. There are special programs serving older adults and their families. Among the workshops offered are "Counseling the Older Adult," "Excellence in Management," "Communication for Couples," and "Stress Management."

Appointments
All counseling sessions and consultations are scheduled by appointment. Workshops are regularly scheduled and listed in a brochure printed three times yearly. To request a brochure or schedule an appointment, call 370-3033.

Hours
The center is open from 8 a.m. to 5 p.m. Monday through Friday with evening appointments available until 8 p.m. Appointments must be made during daytime hours. Workshops are scheduled mostly in the evening and on Saturday. These hours change during the summer and holidays. Call 370-3033 to check on the schedule.

Fees
Counseling and consultation fees are assessed according to a sliding fee scale on family income. There are set fees for workshop programs. Partial scholarships are sometimes available for the workshops. Oakland University students and staff may attend the workshops at half-price.

Location
Counseling appointments are held at the Continuum Center, Room 478 O'Dowd Hall. Workshops are held on Oakland University's campus or at various locations in the tri-county area.

DEPARTMENT OF ACADEMIC SERVICES AND GENERAL STUDIES

Eligible Clients
The services provided by the Department of Academic Services and General Studies are primarily intended for Oakland University students, particularly freshmen and sophomores. However, community adults who are interested in career advising as it relates to educational programs at Oakland University also may contact this office.

Services
This office provides academic and career advising to students who are undecided in their major as well as those persons seeking the Bachelor of General Studies (BGS) degree. Students may receive assessment of career interests by using the Michigan Occupational Information System (MOIS), SIGI PLUS and DISCOVER II career guidance systems. The office also serves as a referral source for the many services, departments and advisers throughout the campus.

Career Resource Center
The Career Resource Center (CRC) is located in the Academic Services and General Studies Department. It is available to students who wish to explore careers and majors. Two computer-assisted career guidance systems (SIGI PLUS and DISCOVER II) are available in the CRC. In addition, the Michigan Occupational Information System (MOIS) and many written materials can be accessed. (The Strong-Campbell Interest Inventory is provided for a nominal fee.) Students may also seek career advising with career counselors in the department.

Appointments
Appointments can be made by calling 370-3227 or by coming to the office in person.

Hours

Monday - Friday	8 a.m. - 12 p.m. 1 p.m. - 5 p.m.
Wednesday evening	5 p.m. - 9 p.m.

Summer and holiday office hours could vary.

Fees
There are no fees for any of the services with the exception of a minimal charge for the interest inventory to cover the cost of the scoring and mailing.

Location
The Department of Academic Services and General Studies and the Career Resource Center are located in 121 North Foundation Hall.

OAKLAND UNIVERSITY LIBRARY

Eligible Clients
Oakland University's Kresge Library reference service and collections are available to students and community members. However, circulation of materials is limited to Oakland University students, staff and alumni.

Services
The library contains a large collection of career-related materials. These include books on how to write resumes and cover letters; information on job-hunting skills and procedures; and extensive materials that describe many kinds of careers, occupations, training programs and internships. Another library collection includes several directories that identify manufacturers, businesses, agencies and educational settings. Also on hand at the library are telephone books of 100 major American cities and most Michigan cities as well as recent annual reports from the top 500 companies in the United States.

Assistance is available in the library to help individuals locate needed information.

Appointments
There is no need for setting an appointment. However, a reference librarian is normally on duty from 10 a.m. to 7 p.m. on Monday through Thursday; 10 a.m. to 4 p.m. on Friday; noon to 4 p.m. on Saturday and 1 p.m. to 5 p.m. on Sunday. The remainder of the time the desk is staffed by a reference assistant or by students.

Hours

Monday - Thursday	8 a.m. - 11:30 p.m.
Friday	8 a.m. - 8 p.m.
Saturday	9 a.m. - 8 p.m.
Sunday	1 p.m. - 11:30 p.m.

These hours change during the summer and holidays. Call 370-2492 to check on the schedule.

Fees
There are no fees. Photocopy machines are available in the library at the cost of 10 cents per page.

Location
Kresge Library building.

PLACEMENT AND CAREER SERVICES

Eligible Clients
These services are available only to Oakland University students and alumni. However, staff members are available to community groups and organizations for consultation on career-related issues.

Placement
Individual placement counseling and career information are available to all juniors, seniors, graduate students and alumni. Additional assistance is available to advanced students who are seeking career-related, part-time and seasonal work experience. Staff members conduct special seminars to assist all students in developing job search skills. Frequent job fairs and career information programs are also sponsored by this office. Other placement services include opportunities for graduating students and alumni to interview with employer representatives on campus, maintenance and referral of credential files for graduates and the publication of a biweekly jobs bulletin. Additionally, the department maintains an extensive library for the display and dissemination of employers' literature; videocassettes; job postings; career information; job search information; graduate/professional school testing applications; and career-related publications and magazines.

Co-op Education Program
In addition to its placement services, this office coordinates the Cooperative Education (work experience) program for majors in the College of Arts and Sciences, the School of Business Administration and the School of Engineering and Computer Science.

OU Internship Program
Placement and Career Services also organizes and directs the Oakland University Student Internship Program to provide paid internships in government agencies.

Appointments
Students and alumni can sign up for appointments by stopping at the office or by calling 370-3250. An intake counselor is available on Monday-Thursday afternoons, 1:15 to 4:30 p.m., to answer questions on a walk-in (or call-in) basis.

Hours

Monday - Friday	8 a.m. - 5 p.m.
Wednesday evening	5 p.m. - 6:30 p.m. (September - April)

The office is closed between noon and 1 p.m. These hours change at holiday time. Call 370-3250 to check on the schedule.

Fees
There are no fees charged for services with the exception of minimal fees for sending credentials and subscription to the "Job Post."

Location
Placement and Career Services is located in Room 275 Vandenberg Hall (West).

PRACTICUM COUNSELING CENTER

Eligible Clients
The Practicum Counseling Center (PCC) offers personal counseling services to both Oakland University students and members of the surrounding communities.

Services
Professional counseling services are available for a variety of issues such as: time management, test anxiety, depression, adjustment disorders, mid-life transition, grief, career search, separation from parents, low self-esteem, anxiety and many other topics. Individuals are matched with counselors who will work with them for one (50 minute) counseling session per week for approximately five to 10 weeks. The PCC is an instructional center for graduate students in their final training as counselors. Consequently, sessions are videotaped for the purpose of supervision by the counselor's professor. ALL TAPES ARE HELD IN STRICT CONFIDENCE AND ARE COMPLETELY ERASED AT THE END OF EACH SEMESTER. Clients sign a release form for video-taping at the first counseling session.

Appointments
Phone for an appointment at 370-4175 or 370-4176.

Hours
The Practicum Counseling Center is open most weekdays from 9 a.m. - 9 p.m. to accommodate clients' schedules. Because it operates on an academic calendar year, appointments are only available fall (September - December) and winter (January - April) semesters.

Fees
There are no fees charged for services.

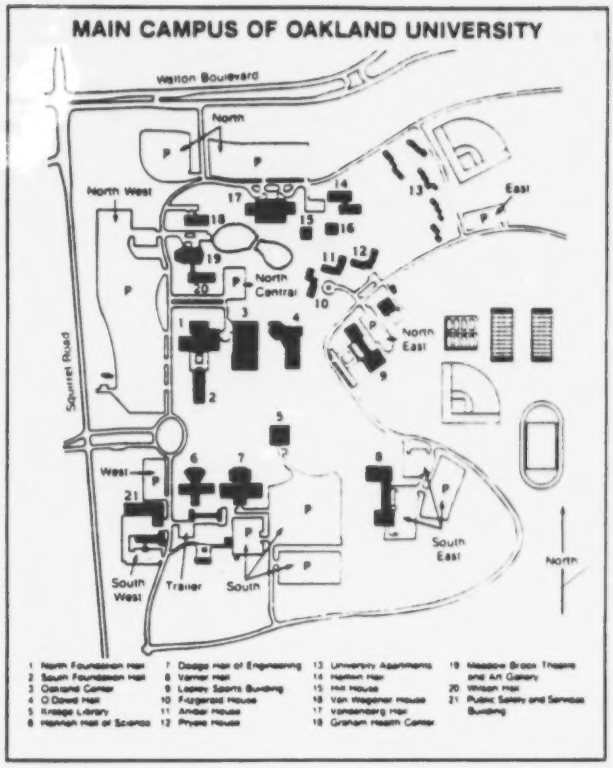
Location
The center is located in the lower level of O'Dowd Hall. The office is in 132 O'Dowd Hall.

ACADEMIC DEPARTMENTS

Individual departments often offer students a good source of information on careers associated with their majors. Each department has an individual who serves as chief adviser. Generally, this person or his/her designated associate focuses on academic advising, but students may find that such advisers serve as a source of informtion on career training and employment opportunities. This is particularly true in instances where advanced training is involved.

In some instances, departments maintain information on careers directly related to their specific major. Students may contact those departments in which they have a particular interest in order to identify an adviser or simply to discuss options.

To locate a particular department, please call the university's general information number, 370-2100.



Oakland University is an equal opportunity and affirmative action institution

Oakland UNIVERSITY
Rochester, Michigan